THE EFFECT OF TEACHER PERFORMANCE ASSESSMENT AND COMPENSATION ON TEACHER PROFESSIONALISM AT UPTD SD SE-DISTRICT OF GALIS BANGKALAN

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ABSTRACT

This article aims to explain the effect of Performance Assessment and Compensation on the Professionalism of Elementary School teachers in the Galis Bangkalan District. This is based on the researcher's anxiety about whether teacher professionalism is affected by pragmatic things such as; performance appraisal and compensation go beyond their oath as educators. The method used is a quantitative method with multiple regression types. Data collection was carried out using a questionnaire. Data analysis used descriptive statistical analysis with the help of SPSS for windows version 22. The results of the analysis show that 1) Performance Assessment has a positive and significant effect on Teacher Professionalism, 2) Compensation has a positive and significant effect on Teacher Teacher Professionalism, and 3) Performance Assessment and compensation has a positive and significant effect on the Professionalism of Elementary School teachers in the Galis District with an F count of 32.086 with a p-value of 0.000 less than 0.05. This means that the increase in performance appraisal and teacher compensation will simultaneously affect the increase in teacher professionalism

Keywords: *Assessment of Teacher Performance, Compensation and Professionalism*

ABSTRAK

Artikel ini bertujuan untuk menjelaskan tentang pengaruh Penilaian Kinerja dan Kompensasi terhadap Profesionalisme Guru guru SD se-Kecamatan Galis Bangkalan. Hal ini didasarkan kegelisahan peneliti perihal apakah profesionalisme guru terpengaruh oleh hal yang pragmatis seperti; penilaian kinerja dan kompensasi melebihi sumpah mereka sebagai pendidik. Metode yang digunakan adalah metode kuantitatif dengan jenis Regresi berganda. Pengumpulan data dilakukan menggunakan angket. Analisis data menggunakan analisis statistic deskriptif dengan bantuan SPSS for windows version 22. Hasil analiasis menunjukkan bahwa 1) Penilaian Penilaian Kinerja mempunyai pengaruh positif dan signifikan terhadap Profesionalisme Guru, 2) Kompensasi mempunyai pengaruh positif dan signifikan terhadap Profesionalisme Guru guru, dan 3) Penilaian Kinerja dan kompensasi mempunyai pengaruh positif dan signifikan terhadap Profesionalisme Guru guru SD se-Kecamatan Galis dengan perolehan hasil F hitung sebesar 32,086 dengan p-value yaitu 0,000 lebih kecil dari pada 0,05. Hal ini berarti peningkatan Penilaian Kinerja dan kompensasi guru secara bersama-sama akan berpengaruh terhadap meningkatnya Profesionalisme Guru.

Kata Kunci*: Penilaian Kinerja, Kompensasi dan Profesionalisme Guru*

INTRODUCTION

The teacher is an educator and teacher in early childhood education through school or formal education, primary education, and secondary education (Wikipedia, 2023). A teacher is also a person who has devoted himself to banning science, educating, directing, and training his students to develop both physically and spiritually. A teacher has the main task of educating, guiding, teaching, coaching, assessing, training, and evaluating students for formal education pathways in early childhood education, primary education, to secondary education (Kemendikbud, n.d.). In addition, teachers can also be inspirations, mentors, and sparks of creativity and imagination for their students (Andriani, 2023). In other literature, teachers are also interpreted as educators who carry out educational mandates or people who provide good education and teaching.

The teacher is a resource element that significantly determines the success of education in schools because the teacher is a human element closely related to students' daily educational efforts at school. The teacher is the person in charge of implementing the learning process in the classroom. Empowerment of teacher quality needs to be carried out continuously and sustainably. This is indeed inseparable from the elements of classroom management. One of the main requirements that must be considered in improving education so that it can contribute to improving the quality of human resources (HR), namely professional teachers and education staff.

Professional teachers have sufficient ability and competence to perform their duties and functions as educators. The following is some information that can be retrieved from search results related to professional teachers:

1. A professional teacher is a teacher who has sufficient ability and competence to carry out his duties and functions as an educator (Suyanto and Jihad, 2013);

2. The abilities and competencies possessed by professional teachers include mastery of subject matter, teaching ability, guiding ability, ability to manage classes, communication skills, and ability to adapt to the times (Indrawan et al., 2020);

3. Professional teachers also can develop themselves and improve their quality through training and professional development (Muhammad, 2019);

4. Assessment of teacher performance can be an indicator of teacher quality and teacher professionalism. Teacher performance evaluation is carried out to guarantee a quality learning process and maintain the professionalism of a teacher (Wijaya, 2018);

5. Professional teachers must also have good attitudes and behaviors, such as discipline, responsibility, honesty, fairness, and respect for diversity (Safitri, 2019).

From the search results above, a professional teacher is a teacher who has sufficient ability and competence to carry out his duties and functions as an educator. Experienced teachers also can

develop themselves and improve their quality through training and professional development. Teacher performance assessment can be an indicator of teacher quality and teacher professionalism. In addition, experienced teachers must also have good attitudes and behavior.

The delay for public elementary school teachers in the Galis District, Kabupaten, to increase from class III/a to III/b or IV/a to IV/b is because the requirements for a teacher are not enough to collect credit scores for teaching hours alone. However, other essential conditions must be met, namely the requirements for developing the teaching profession. Provisions in the form of; competency improvement certificates, research journals, and additional assignments as extracurricular coaches. All these requirements require a significant amount of time and money, even though elementary school (SD) teachers are already preoccupied with learning in class and taking care of students aged between 6-12 years to remain conducive at school. Thus, elementary school teachers need to work on meeting these requirements.

On the other hand, compensation for teachers is essential to ensure the welfare and motivation of teachers in carrying out their duties and functions as educators. The following is some information that can be retrieved from the search results related to compensation for teachers:

1. The teacher compensation policy in Indonesia is still being debated (Anjani et al., 2022). The compensation system given to honorary teachers also does not guarantee the welfare of honorary teachers, because the compensation system provided is only in the form of financial compensation and incentives, and there is no compensation in the form of allowances or guarantees (Sarpandadi, 2016)

2. The overall compensation received by honorary teachers is still below the minimum standard of living needs set in the school area (Apriliyani, n.d.)

3. esearch shows that compensation has a positive effect on teacher performance. Therefore, providing adequate compensation can increase the motivation and performance of teachers in carrying out their duties and functions as educators (Alamsah, 2020).

4. Compensation given to teachers can be in the form of salaries, allowances, incentives, and work facilities (Pitriyani et al., 2022). Non-financial compensation, such as the type of work itself, work facilities, and work environment, can also affect the well-being and motivation of teachers.

From the search results above, it can be concluded that compensation for teachers is essential to ensure the welfare and motivation of teachers in carrying out their duties and functions as educators. Payment given to teachers can be in the form of salaries, allowances, incentives, and work facilities. Non-financial compensation, such as the type of work itself, work facilities, and work environment, can also influence teachers' well-being and motivation. Research also shows that compensation has a positive effect on teacher performance. Therefore, providing adequate

compensation can increase the motivation and performance of teachers in carrying out their duties and functions as educators.

Finding the influence of teacher performance and compensation on teacher professionalism is important because it can provide information about what factors influence teacher professionalism. The following are some research results that can give an overview of the effect of teacher performance and compensation on teacher professionalism:

1. Research shows that the management of educators/educational staff and the provision of compensation have a positive and significant effect on teacher performance (Himmah et al., 2022)

2. Other research shows that compensation has a positive effect on the performance of honorary teachers at SMP Negeri 2 Sungguminasa, Gowa Regency (Ekawati, 2018)

3. Another study shows that compensation is positively related to teacher teaching performance at the Nurul Falah Cihuni Educational Institution (Muhamad, 2015)

4. The results of the study show that compensation in improving teacher performance can be said to be effective (Qomaruddin, 2019)

From the results of the research above, compensation can have a positive effect on teacher performance and teacher professionalism. However, remember that other factors such as motivation, work environment, and support from the school can also influence teacher professionalism.

METHOD

This research is quantitative descriptive research, namely with multiple regression research that examines the influence of the independent variable on the dependent variable using valid and reliable instruments (Suyono, 2018). This study has two independent variables: teacher performance assessment (X1) and teacher compensation (X2). At the same time, the dependent variable is teacher professionalism (Y).

The population in this study was 585 public elementary school teachers from 65 elementary schools in the 2021-2022 academic year. Of the many teachers taken as a sample, 60 people used a non-probability sampling technique, namely sampling, where each research object taken did not have the same opportunity to be used as a research sample.

RESULT AND DISCUSSION

Multiple linear regression analysis is a regression in which one dependent variable (Y) and more than one independent variable (X). The dependent variable in this study is professionalism, while the independent variables are performance appraisal and compensation. Multiple linear regression analysis measures how much influence Performance Assessment and payment have on

work productivity. Based on the results of multiple regression analysis, the following results are obtained;

Tabel 1.
Hasil Uji Analisis Regresi Linier Berganda

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	,568	,340		1,697	,046		
Penilaian Kinerja	,679	,110	,655	6,354	,000	,807	1,239
Kompensasi	,156	,076	,200	1,893	,036	,807	1,239

a. Dependent Variable: Produktifitas kerja

The values at the output are then entered into the multiple regression equation as follows:

Information :

A   = constant value, which is 0.568
b_1 = coefficient of the Performance Assessment variable,
            namely 0.679
b_2 = coefficient of compensation variable, which is 0.156
E   = *Standart Error*

From this equation, it can be described that the number 0.576 is a constant value which indicates that if the independent variables are consistent, then the value of professionalism is 0.576. The regression coefficient value of the Performance Assessment variable is 0.688, which is a positive or unidirectional regression coefficient. This means that every time there is a change in the Performance Appraisal variable by one percent (1%), it will increase professionalism by 0.688, assuming the other independent variables have a fixed value. The regression coefficient value of the compensation variable of 0.146 is a regression coefficient that has a positive value or is unidirectional. This means that every time there is a change in the compensation variable of one percent (1%), it will increase professionalism by 0.146, assuming the other independent variables have a fixed value.

Then, the following result is;

Tabel 2
Hasil Uji F

ANOVAᵃ

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6,965	2	3,482	32,086	,000^b
Residual	4,954	47	,105		
Total	11,919	49			

a. Dependent Variable: Work productivity
b. Predictors: (Constant), Compensation, Performance Rating

The results of data processing in the ANOVA table show a Fcount value of 32,086 with a significance P (Prob > Fcount) value of 0.000, providing information about the significance of the model at the 95% confidence level ($\alpha = 0.05$); this means that the model used is statistically significant because $P < \alpha = 0.05$ or $0.000 < 0.05$. it can be concluded that Fcount > Ftable = 32,086 > 4.034. This means that it proves that H0 is rejected and accepts Ha, which means there is a simultaneous effect of Performance Appraisal and compensation on Professionalism.

Based on the first multiple regression analysis results, Performance Appraisal has a regression coefficient of 0.688 with a significance of 0.000, which is smaller than an alpha value of 5%. This shows that Ha is accepted and H0 is rejected. In conclusion, performance appraisal has a significant effect on teacher professionalism. The performance evaluation assessment has a positive and significant impact on the Professionalism of elementary school teachers in the Galis district, with a t-count of 6.354 with a p-value of 0.000, less than 0.05. This means that an increase in a teacher's performance appraisal will affect an increase in teacher professionalism. The Effect of Performance Assessment on Teacher Professionalism indicates that the Performance Assessment of SD teachers in the Galis District greatly determines the Professionalism of teachers so SD teachers in the Galis District must improve their Performance Assessment so that Teacher Professionalism is improving.

Teacher performance appraisal can affect teacher professionalism. Teacher performance evaluation is an attempt to determine the maximum skills the teacher possesses regarding the process and results of the implementation of learning that is carried out based on specific criteria (AP, n.d.). The Professionalism of a teacher is needed to create an atmosphere for an efficient and effective teaching and learning process in the development of students who have diverse abilities (Emda, 2017). For this reason, teachers must have pedagogical competence, personal competence, social competence, and professional competence. One of the policies to improve teacher competence is through Teacher Performance Assessment (PKG) (Kemendikbud, n.d.).

Teacher performance assessment (PKG) can help improve teacher professionalism in several ways, among others (Hermawan, 2020):

1. Knowing the weaknesses and strengths of the teacher

   Teacher performance appraisal can help teachers discover their weaknesses and strengths in their duties and functions as educators. By knowing these weaknesses and strengths, teachers

can develop themselves and improve their quality through training and professional development.

2. Increase teacher motivation and performance

   Teacher performance assessment can be an indicator of teacher quality and teacher professionalism. Teacher performance assessment is carried out to ensure a quality learning process and maintain a teacher's professionalism. By knowing the results of teacher performance assessments, teachers can increase their motivation and performance in carrying out their duties and functions as educators.

3. Improving teacher career development

   The results of teacher performance assessments can be the basis for career development and promotion for teachers. Teachers who have good performance appraisal results can be used as a basis for promotions or functional positions

4. Improving the quality of quality professional services

   The implementation of PK GURU is carried out to create experienced teachers because the quality of professional services determines the dignity of a profession. With a good teacher performance assessment, the rate of professional services can be realized.

Based on the second multiple regression analysis results, compensation has a regression coefficient of 0.146 with a significance of 0.33, which is smaller than the alpha value of 5%. This shows that Ha is accepted and H0 is rejected. In conclusion, compensation has a significant effect on teacher professionalism. Payment has a positive and significant impact on the Professionalism of Elementary School teachers in the Galis District, with a t-count of 1.908 with a p-value of 0.033 less than 0.05. This means that an increase in a teacher's compensation will affect an increase in teacher professionalism. The effect of dividends on teacher professionalism indicates that balance greatly determines teacher professionalism, so public elementary school teachers in the Galis district who receive high compensation will always increase teacher professionalism.

In other literature, research shows that compensation positively affects teacher performance (Gultom, 2020). Therefore, providing adequate compensation can increase the motivation and performance of teachers in carrying out their duties and functions as educators (Alamsah, 2020). Prizes given to teachers can be in the form of salaries, allowances, incentives, and work facilities. Non-financial compensation, such as the type of work itself, work facilities, and work environment, can also affect the welfare and motivation of teachers (Sarpandadi, 2016).

Then, Performance Assessment (X1) and teacher compensation (X2) have a significant effect on Teacher Professionalism (Y) with an R square of 58.4%. Other variables influence the rest. As for the impact of teacher performance appraisal and compensation on teacher professionalism, the composition of the results of teacher performance assessment and payment must have a good value each year to increase teacher professionalism.

Performance appraisal and compensation positively and significantly impact the Professionalism of Elementary School teachers in the Galis District, with an F count of 33.041 with a p-value of 0.000 less than 0.05. This means that the increase in performance appraisal and teacher compensation will simultaneously affect the rise in teacher professionalism.

Based on the research findings, it is stated that teacher performance appraisal and compensation positively influence teacher professionalism, both individually and collectively. It is hoped that teachers will continually improve their performance appraisal and payment so that productivity at work always increases

CONCLUSIONS AND RECOMMENDATIONS

Researchers make several conclusions from the data and facts found and discussed in detail and carefully;

1. Assessment of performance evaluation has a positive and significant effect on the professionalism of elementary school teachers in the Galis district, with a t-count of 6.354 with a p-value of 0.000 which is less than 0.05. This means that an increase in a teacher's performance appraisal will affect an increase in teacher professionalism.

2. Compensation has a positive and significant effect on the Professionalism of Elementary School teachers in the Galis District with a t-count of 1.893 with a p-value of 0.036 less than 0.05. This means that an increase in a teacher's compensation will affect an increase in teacher professionalism.

3. Performance appraisal and compensation have a positive and significant effect on the Professionalism of Elementary School teachers in the Galis District, with an F count of 32.086 with a p-value of 0.000, less than 0.05. This means that the increase in performance appraisal and teacher compensation will simultaneously affect the rise in teacher professionalism.

The suggestions given by the researcher while looking at the conclusions are;

1. The research findings state that performance appraisal and teacher compensation positively influence teacher professionalism, both individually and collectively. Teachers should continually improve their Performance Assessments and payment so that productivity at work always increases.

2. This study focuses on the independent variables of performance appraisal and teacher compensation. For future researchers, it is hoped that they can use other independent variables to develop the results of this study and obtain a variety of information about other independent variables that affect teacher professionalism.

3. Schools or district/city education offices should always foster and provide teacher training to improve performance appraisal and teacher compensation to obtain maximum teacher professionalism results.

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